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YOUTHPower LEARNING:

YOUTHPower LEARNING NETWORK LAUNCH REPORT 2015

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The authors' views expressed in this publication do not necessarily reflect the views of the United States Agency for International Development or the United States Government.

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Acronyms

CoP	Community of Practice
COR	Contracting Officer Representative
DAI	Development Alternatives Incorporated
GUC	Grants under Contract
ICRW	International Center for Research on Women
IDIQ	Indefinite Delivery/Indefinite Quantity
M&E	Monitoring and Evaluation
PYD	Positive Youth Development
RFTOP	Request for Task Order Proposal
R4D	Results for Development
ST	Subtask
TO	Task Order
UN	United Nations
USG	United States Government
USAID	United States Agency for International Development
YABT	Young America's Business Trust
YE	Youth Engagement

Table of Contents

Introduction	1
Summary of Event Agenda	1
Key Presentations	2
Panel Discussion: Applying a Positive Youth Development Approach.....	2
Building Communities of Practice.....	4
Cross-Sector Skills for Youth	5
Youth Engagement.....	6
Gender and PYD	6
Youth in Peace and Security	7
Measuring Positive Youth Development	8
The Challenges and Opportunities in Measuring PYD Impact.....	8
The YouthPower Learning Monitoring and Evaluation Framework.....	9
TEDx Talks	11
Youth Engagement – from Optional to Essential	11
War, Development, and Youth	12
Positive Youth Development – What’s Gender Got to Do with It?.....	13
Conclusion: Next Steps	14
Annex I: Participating Organizations	16
Annex II: Agenda.....	18
Annex III: Panelists and TEDx Talk Speakers Bios.....	20
PYD Panelists	20
TEDx Talk Speakers	21
Annex IV: Applying a PYD Approach PowerPoint	23
Annex V: Measuring PYD PowerPoint.....	28

Introduction

YouthPower Learning is a USAID-funded program which generates and disseminates knowledge about the implementation and impact of positive youth development (PYD) and cross-sectoral approaches in international development. The project leads research, evaluations, and events designed to build the evidence base about the impact of PYD programming. Concurrently, YouthPower Learning employs expertise in learning and knowledge sharing to promote engagement and inform the global community about how to successfully help young people transition into productive, healthy adults.

YouthPower Learning hosted a Learning Network Launch to establish a core platform for youth development professionals to share knowledge, improve practices, build partnerships, and engage frontline actors in creating opportunities and fostering enabling environments for youth to thrive. The Launch event took place December 7 - 8, 2015 at George Washington University in Washington, DC. It was attended by 110 YouthPower stakeholders from 64 different organizations including indefinite delivery/indefinite quantity (IDIQ) holders, consortia members, USAID leadership, and a few invited key stakeholders from other youth-serving institutions (see Annex I for participating organizations).

The Launch was the first in a series of annual Learning Network events that aim to increase the knowledge base of what works in PYD and cross-sectoral youth programming, and to extend the reach of the YouthPower Learning Network to improve development practices. This year's event served as a venue for representatives from all members of the YouthPower consortia to contribute their knowledge and expertise to the formation of the project's Communities of Practice (CoPs). These CoPs will function as the engine of the Learning Network, driving discovery of new evidence and practices which support the goals of YouthPower. As a first step, attendees created roadmaps for action for the first set of CoP topics:

1. Cross-Sector Skills for Youth
2. Youth Engagement
3. Gender and PYD
4. Youth in Peace and Security

The Learning Network Launch reinforced the importance of shared learning to help youth development practitioners address challenges such as changing country contexts; varied, discordant organizational priorities; and poor coordination across technical disciplines. The CoPs and larger Learning Network are explicitly focused on a collective approach to learning, sharing, and adapting for stronger, more responsive PYD programs.

Summary of Event Agenda

To create a common understanding of PYD as a foundation for successful future programs, the YouthPower Learning team opened the event by presenting an overview of the PYD approach and sharing the YouthPower definition of PYD:

Positive Youth Development engages youth, along with their families, communities and/or governments, so that youth are empowered to reach their full potential. PYD approaches build skills, assets and competencies; foster healthy relationships; strengthen the environment; and transform systems.

The YouthPower Learning team also shared the four domains (agency, assets, contribution, and enabling environment) developed to organize PYD indicators and measurement for YouthPower task orders.

The Learning Network Launch provided consortia members with valuable opportunities to share technical and operational experience with USAID. Ten USAID staff members attended the event, including YouthPower Contracting Officer Representatives (CORs) Laurie Rushton and Elizabeth Berard. Ms. Rushton gave an overview of YouthPower and youth programming at USAID. Ms. Berard led a discussion on management issues and the long-term vision for YouthPower.

To provide an additional learning opportunity, the event featured three TEDx Talks with leading youth development practitioners showcasing salient issues affecting youth in the developing world. Each 15-minute talk invited participants to drill deeper into the real life implications of implementing a PYD program, broaching questions such as why and how to reach disenfranchised youth, and how to integrate gender considerations into a PYD approach.

Learning Network Launch participants provided feedback on the event in-person to team members and through a follow-up online survey. All survey respondents reported that they were satisfied with the format, structure, and organization of the event; degree of interaction with their peers; and the TEDx talks. Participants expressed they felt an increased sense of connection to the YouthPower family as a result of the event, as well as an expanded understanding of YouthPower Learning and its role within YouthPower overall. Most expressed satisfaction with the facilitation for developing the CoPs, with many indicating they were excited to join a CoP.

The event's agenda is featured in Annex II.

Key Presentations

The following sections provide more detail about key presentations and outcomes from the CoP building process.

Panel Discussion: Applying a Positive Youth Development Approach

During this session, panelists discussed the value of holistic, PYD approaches, as well as the challenges of implementing and evaluating PYD programs on the ground.

Moderator: Cassandra Jessee, YouthPower Learning Director

Panelists (see Annex III for biographies):

- Cate Lane, USAID Bureau for Global Health, Youth Advisor
- Christy Olenik, Making Cents International, Vice President of Youth Development
- Kristin Brady, FHI 360, YouthPower Action Director
- Luis Viguria, Young Americas Business Trust (YABT), Chief Executive Officer
- Tere Gonzalez, UN Foundation, Atlas Fellow

Prior to the panel, moderator Cassandra Jessee introduced the concept of PYD as a philosophy, approach, and way of understanding young people to guide the design of youth-serving programs. Although the frameworks of PYD vary across programs and academic literature, YouthPower Learning determined through a thorough review of PYD literature and programs that all definitions share the following principles:

- **Focus on strengths and positive outcomes.** Rather than taking a deficit-based approach, implementers intentionally help young people build on their strengths and develop the competencies, values, and connections they need for life and work.
- **Youth voice and engagement.** Youth are valued partners who have meaningful, decision-making roles in programs and communities. Programs work *with* young people, not *for* them, and engage them as partners, inviting their expertise and perspective.
- **Strategies that involve all youth.** Programs support and engage all youth rather than focusing solely on "high-risk" or "gifted" youth.
- **Community involvement and collaboration.** PYD includes but reaches beyond programs; it promotes organizational change and collaboration for community and system change. All sectors have a role to play in making the community an enabling place to grow up.
- **Long-term commitment.** The PYD approach aims to provide ongoing, developmentally appropriate support to young people over the first 25-30 years of their life while adjusting to their changing developmental needs. Twelve-year-olds need different supports and opportunities than 22-year-olds.

Ms. Jessee also introduced the four domains developed to organize PYD indicators and measurement for YouthPower task orders which map to the YouthPower definition of PYD (mentioned earlier):

1. *Assets* – Youth have the necessary resources and skills to achieve desired outcomes.
2. *Agency* – Youth have the ability to employ their assets and aspirations to make their own decisions about their lives and set their own goals, and to act upon those decisions in order to achieve desired outcomes without fear of violence or retribution.
3. *Enabling environment* – Youth are surrounded by an environment that maximizes their assets, agency, access to services and opportunities, and ability to avoid risks, while promoting their social and emotional competence to thrive.
4. *Contribution* – Youth are recognized, involved in, and lead through various channels as a source of change for their communities' and their own positive development.

She summarized this approach by stating that YouthPower PYD programs are designed to recognize young people's inherent rights and focus on results, including youth who have improved *assets*, the ability to leverage and act on those assets (*agency*), an *enabling environment* that supports their agency, and the ability to *contribute* to positive change for themselves and their communities. These domains are meant to be interpreted broadly and to guide implementers in the development of PYD indicators. (see slides from this presentation in Annex IV.)

The panel discussion explored some important considerations in implementing a PYD approach in the field, including...

Seeing Youth as Partners: The discussion raised the need for youth interventions to engage young people as partners and resources at every level and to foster positive adult-youth relationships. Acknowledging that half of the global population is under 30-years-old and approximately 90% of those youth live in developing countries¹, development efforts cannot make a significant impact if they do not integrate youth.

¹ Taken from USAID Youth Policy short film featured at opening of YouthPower Learning Network Launch.

Considering Youth Differences: Panelists addressed the considerations of gender, age, and geography, describing how gaps in gender achievement varied between rural and urban areas due to differing gender biases in each environment. Similarly, panelists discussed the varying developmental stages across the broad spectrum of “youth.” USAID’s definition of youth is ages 10-29. Some youth programs in developing countries include youth up to age 35, yet, PYD research and programming domestically has largely focused on adolescence up to the early 20s. The panel stressed the importance of applying targeted PYD approaches to different age ranges, taking into account the qualities and needs unique to each developmental stage.

Changing Adult Perceptions of Youth: Panelists also discussed the importance of supportive adult interactions with youth in a PYD context. In many countries, negative perceptions of youth are a primary obstacle to positive youth outcomes. Changing the perception of youth then becomes a precondition to achieving larger PYD objectives. Panelists shared promising strategies for successfully changing the mindsets of parents, community members, and adults in general to support improved youth engagement. For example, providing spaces for adults who work with youth to recall their own adolescence, examine their attitudes towards youth today, and scrutinize the reasons behind those attitudes. Panelists also shared their experiences training parents to understand the brain development of adolescents and to employ new communication and disciplinary methods which are tailored to youth.

Addressing Institutional Challenges: The speakers also addressed the institutional challenges of implementing PYD projects within a historically stove-piped USAID. PYD projects require holistic, cross-sectoral programming which contributes to broader outcomes not directly attributable to narrow targets. PYD programming may also need longer time horizons and less direct focus on sector-specific outcomes. This, in turn, requires new approaches to implementation and evaluation which coordinate various departments across USAID. Because USAID is increasingly interested in systems-level interventions, there is the opportunity to frame PYD programs as improving the overall system of youth development.

Emphasizing Soft Skills: The panelists advocated for a focus on strengthening soft skills (e.g., critical thinking, problem-solving, communication) to support youth agency and self-efficacy. Attention to soft skills can improve an individual’s resilience and coping abilities regardless of the external environment. They can also assist young people in getting and keeping a job and having positive personal relationships.

Collecting More Evidence: The panel ended the session by stating that work still needs to be done to convince people – from donors to grassroots, youth-serving organizations – to invest in PYD approaches and to encourage holistic, cross-sectoral, PYD programming. Panelist acknowledged expanding the evidence base supporting the effectiveness of PYD in developing countries was a key strategy, reinforcing the importance of YouthPower Learning’s mission.

Building Communities of Practice

CoPs are at the center of the YouthPower Learning Network, and building community was a main focus of the Launch to reinforce the importance of learning to improve practice in planning, implementing, and evaluating PYD programs. Under YouthPower, a CoP is defined as a social network of individuals committed to exploring what works in PYD and cross-sectoral youth programs. CoPs will work to develop new practices to improve results and ultimately support YouthPower’s overall goal of helping young people successfully navigate the transition to adulthood.

Throughout the event, presenters stressed the importance of building YouthPower around collective learning, emphasizing the need for cooperation and collaboration in the collection and sharing of

knowledge. Given many development actors involved, YouthPower presents a promising opportunity to learn, share, and adapt to create stronger, more responsive PYD programs, and to better integrate multiple sectors, approaches, and institutions. Participation in CoPs, moreover, is an important means to build trust and engagement among people with a common interest – in this case, PYD.

Recognizing that incentives are important to building participation in a CoP, YouthPower Learning Senior Knowledge Management Specialist Peter Hobby reviewed the following reasons why busy people can benefit:

- Professional development
- Finger on the pulse of innovations
- New partnerships
- Expanded networks and influence
- Recognition for contributions

In order to address challenges to participation and create the safe space necessary for thriving CoPs, Mr. Hobby led an activity entitled “Creative Destruction” where participants were prompted to reflect on the factors –such as counterproductive behavior by individual members or inefficient processes – that may lead to the failure of a CoP. He also shared information on general resources available across CoPs including Google Applications and Adobe Connect for collaboration and grants under contract (GUCs) for local-level learning opportunities.

The remaining CoP sessions focused on moving from big picture discussions to detailed plans for identifying and developing the resources needed to improve practices and expand the knowledge base for each CoP theme. Sessions were facilitated by the CoP Champions to begin the community-building process within YouthPower. The summaries below provide a synopsis of discussions per CoP.

Cross-Sector Skills for Youth

CoP Champions: Daniel Plaut and Shubha Jayaram (R4D)

Soft skills are not easy to capture, measure, or quantify, but they are crucial to our daily and long term success. They are intangible personal qualities which enable people to collaborate, achieve, and excel. These include competencies such as communication, critical thinking, social aptitude, and many other abilities which can be applied across fields and sectors. As such, soft skills are particularly crucial for PYD because of their potential to foster positive outcomes regardless of one's personal trajectory and objectives.

As members of the Cross-Sector Skills for Youth CoP (initially named the Soft Skills CoP) gathered at the YouthPower Learning Network Launch to discuss how these abilities could best influence PYD programming, two key questions immediately came up: First, was it right to refer to such a powerful set of competencies as "soft"? Taken largely from their relation to "hard" academic and technical skills, this terminology seemed outdated and not fitting to these abilities' cross-sector value. Second, how does one measure abilities which are largely intangible?

Over two days of creative dialogue on these two important questions, members settled on a new name for their CoP and established some key objectives and next steps. They decided to change the CoP's title to the Cross-Sector Skills for Youth CoP which would focus on identifying, defining, and measuring skills which are applicable across fields and contexts, and have an intrinsic value for PYD. As a first step

in this ambitious task, members committed to collaborating through the CoP to share resources, discuss ideas, and work together to develop a survey geared toward youth in a number of contexts to determine the most important cross-sector skills for their own growth and development before designing a detailed plan.

Youth Engagement

CoP Champions: Christy Olenik, (Making Cents International) and Caity Campos (DAI), CoP session also co-facilitated by Bonnie Politz (DC Alliance of Youth Advocates)

At the Launch session, attendees decided to make the YouthPower Youth Engagement (YE) CoP a forum for sharing resources and experiences among practitioners, researchers, youth leaders, and others concerned with engaging youth in the design, implementation, and evaluation of development programs. The group discussed the YE CoP's goals as: 1) to contribute to a shared definition of YE for YouthPower; 2) to support the development of measurement indicators for YouthPower focused on YE; 3) to create a space for the sharing of YE experiences and group problem-solving; 4) to develop a clearinghouse of resources and tools on YE, and; 5) to bring the youth voice into YouthPower activities.

The CoP decided to have regular meetings (likely quarterly) in person and virtually to further its shared agenda. The CoP will also create working groups focused on developing products to help fill any gaps in knowledge and resources – for example, TEDx Talk videos to communicate the importance of YE and its impact, or training youth researchers either in the field or during fellowships in the United States to increase youth participatory research activities. Long term products the CoP discussed as options included a landscape review of YE (defines YE and shows YE in design, implementation, and M&E); a best practices guide on YE (comes from review of YP consortia YE efforts, youth TEDx Talks); and guidance on integrating PYD/YE into project design (for donors, policymakers, implementers and similar to a gender integration toolkit).

During the session, the group also began making a list of resources and experts to consult, and will do outreach with the YE CoP to gather feedback from members on a definition of YE for YouthPower and ask for suggestions on measurement indicators. The CoP will also ask members to share their examples of YE in practice to disseminate to others.

Gender and PYD

CoP Champions: Katie Green (Making Cents International) and Diana Santillan (ICRW)

During the CoP session, members created the following statement of purpose: “The Gender and PYD CoP seeks to support gender integration in YouthPower programming with the aim of more broadly promoting gender and PYD integration across development programming. The Gender and PYD CoP will do this through collective sharing and learning about what works in gender and PYD approaches, how to measure the impact of these approaches, and how to best apply knowledge gained by the CoP. This CoP will focus on transforming gender and age-related norms, addressing gender-based violence, engaging boys and men, and applying gender-synchronized approaches. It will also seek to close gender gaps through fostering systems that promote gender equality.”

These priorities arose through collaborative discussions at the Learning Network Launch. Among the Gender and PYD CoP members, there was consensus on two themes: The first was the added value the CoP could provide by enforcing gender-sensitive and gender-transformative approaches to YouthPower and other development programs across the spectrum; the second theme was the recognition that, while there are a wealth of resources, examples and knowledge in the gender field, this CoP has the

opportunity to bridge what we know about “what works” in gender-transformative programs to “what works” in PYD. Overall, the Gender and PYD CoP will bring practical tools and resources to development practitioners so that they can better promote gender equality in their programs while engaging and empowering young people.

Youth in Peace and Security

CoP Champions: Valerie Lorena and Luis Viguria (YABT)

During the CoP session, members created the following statement of purpose: “The Youth in Peace and Security CoP aims to promote the role of youth as peacebuilders in development programs seeking to create more peaceful communities. In pursuit of this goal, members of the CoP will build the evidence base – gathering both field and academic knowledge – to bridge PYD and peacebuilding. Upon establishing this connection, the CoP will design and disseminate actionable learning for implementers to incorporate into their programming.”

Keeping in mind that the overall goal of each CoP is to improve skills, practices, and partnerships around international cross-sectoral PYD, participants proposed to first focus on generating and exchanging evidence-based knowledge on best practices for enhancing community security. To this end, the CoP plans to convene stakeholders to collectively identify and exchange knowledge regarding “what works” (and what doesn’t) in PYD programs targeting conflict-affected youth. The CoP will engage all discussions with consideration for the contextual variations – e.g. between regions, genders, or ages – which will affect the shape of each approach. While building on what works, the members will also actively locate the gaps in knowledge and resources that the CoP should focus on closing.

After three sessions of guided debate and dialogue, participants grouped what they considered to be the most important sub themes into the following four:

1. *Economic opportunities*: Determine the role of the lack of economic opportunity in driving young people to violence. What are the best practices in PYD that enhance both community safety and economic opportunity?
2. *Youth in conflict settings vs youth involvement in crime*: Define the difference between youth in conflict-affected areas and youth involvement in crime? What is similar? What approaches can be shared?
3. *Migration of unaccompanied minors, sex trafficking, and identity protection*: Identify approaches and practices related to young people migrating from conflict-affected areas and life-threatening environments.
4. *Relationship between engagement, empowerment, and the role of young people in peacebuilding*: Identify cases and mechanisms in which young people take action to actively participate in the development of peaceful and safe societies.

For this initial phase of the CoP, the members proposed focusing their efforts on PYD and crime and conflict in Honduras, Jordan, and El Salvador – countries where USAID YouthPower is already or plans to be active.

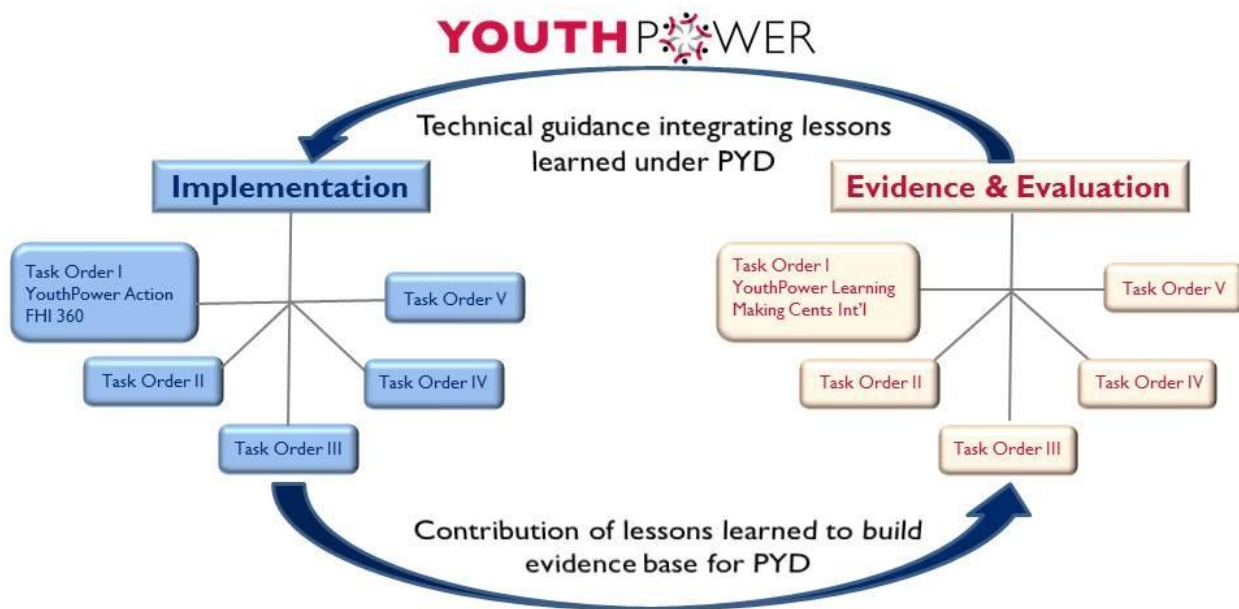
Measuring Positive Youth Development

The Challenges and Opportunities in Measuring PYD Impact

Shifting development programs from risk mitigation to an asset-based, PYD, and cross-sectoral approach requires an accompanying shift in methods to monitor and evaluate program impact. Mark Bardini, Senior Vice President of M&E and U.S. Operations for Khulisa Management Services (a YouthPower Learning partner), delivered a presentation addressing this change in approach and the challenges of measuring PYD.

The common M&E challenges of data collection, processing, and analysis with limited budget resources apply to PYD projects as well. However, PYD programs face additional challenges such as accurately gauging progress in asset-based, cross-sectoral programs, as well as gaining informed parental/guardian consent to work with each adolescent. PYD indicators also need to be disaggregated by age and gender to more accurately represent program impact. Moreover, PYD is a multi-pronged approach, rendering it difficult to create a handful of representative standard performance indicators. Not many projects have undertaken these complex challenges, putting YouthPower in a unique position to pioneer PYD measurement approaches.

YouthPower Learning will collaborate with YouthPower Implementation task orders to support each task order's M&E efforts with an indicator framework. YouthPower Learning will also assist projects in developing PYD indicators. There is additionally the option to support M&E efforts through buy-ins for evaluation or research support. As the following graphic shows, Implementation and Evidence and Evaluation IDIQs are mutually supportive of each other's goals.

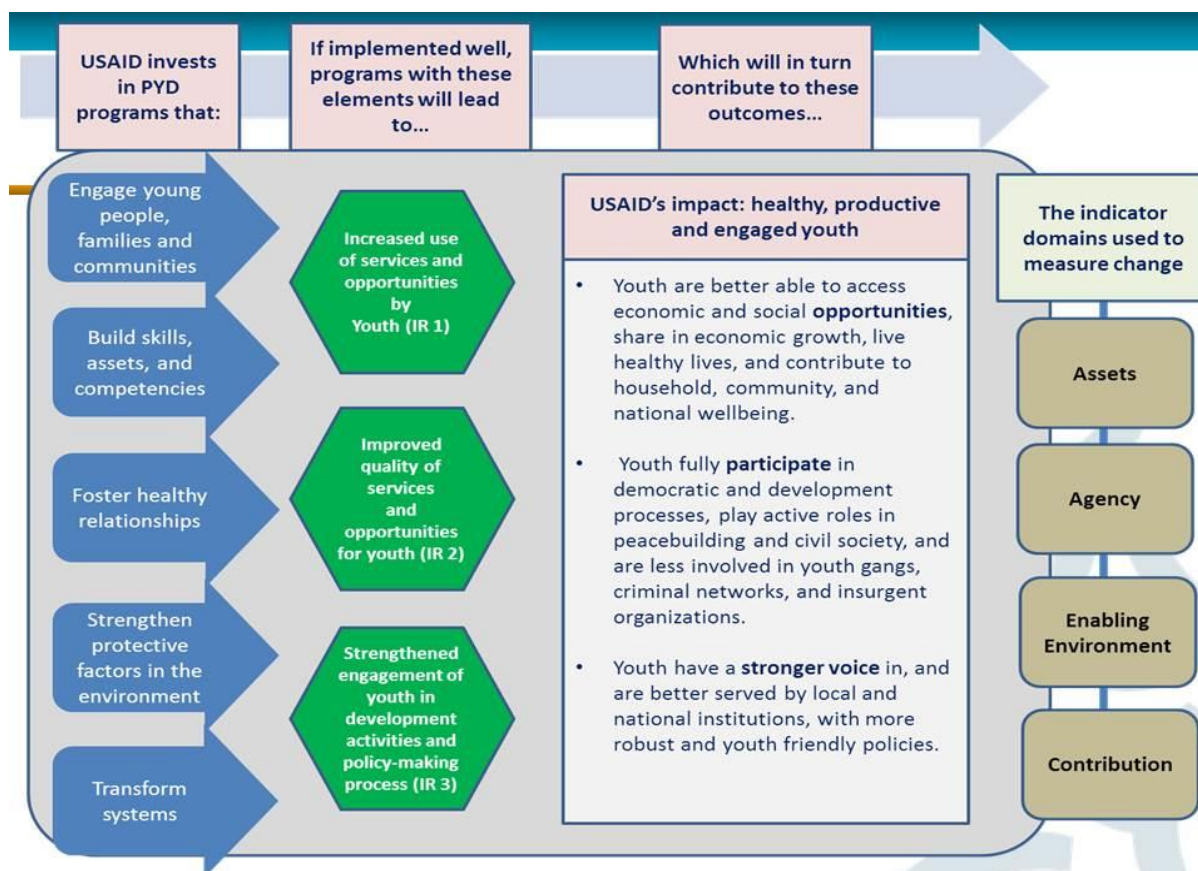


YouthPower IDIQ Feedback Loop

The YouthPower Learning Monitoring and Evaluation Framework

Laura Hinson, Sexual and Reproductive Health Technical Specialist for YouthPower Learning partner ICRW, presented the project's framework for measuring the impact of PYD programming. Measuring project impact is essential to achieving the YouthPower objective of expanding the evidence base of what works and what does not in PYD programming. Providing data enables USAID to “tell the story” about PYD programming – in support of USAID’s position (set forth in the YouthPower RFP) that PYD approaches are more transformative for youth and their communities than traditional, reactive approaches to youth development. Indicators for YouthPower, therefore, need to be distinct from the youth-related indicators collected to date; they must demonstrate the real changes that are taking place in the lives of young people and in the systems and structures that support them.

Below is a visual representation of the “theory of change” which illustrates how investments in PYD approaches will contribute effectively to both the intermediate and long term results that USAID is seeking in youth development, as measured by PYD-specific indicators. The indicators are represented by the four broad domains introduced during the panel session: assets, agency, enabling environment, and contribution.



USAID PYD Programming Theory of Change

Working with USAID and YouthPower Implementation IDIQ holders, YouthPower Learning will design programs that subscribe to this theory of change. Designing programs and tracking these indicators will help USAID assess and demonstrate change within and across sectors in ways that more accurately

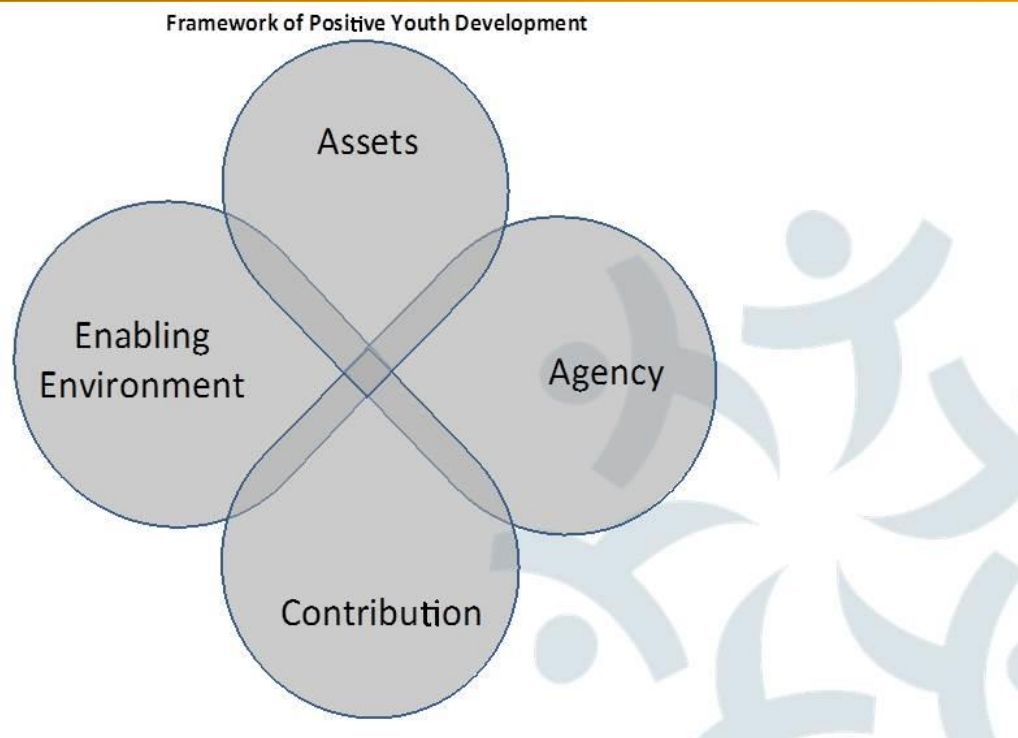
reflect the transformational aspects of PYD approaches than traditional indicators have in the past.

YouthPower's key M&E activities:

- Collect currently utilized youth-focused indicators
- Develop PYD definition
- Develop PYD domains and a framework that can be used to guide measurement
- Develop a PYD indicator toolkit with illustrative indicators
- Train and provide technical assistance on these indicators and PYD measurement
- Conduct case studies

The four domains are overlapping in nature (as depicted in the framework graphic below). Because some PYD concepts are challenging to measure, YouthPower Learning encourages flexibility in implementers' approaches to PYD measurement. Overlapping domains should hopefully provide the needed flexibility, especially when applying domains to different cultural settings and/or within multiple distinct sectors.

PYD Framework



Following the presentation, Ms. Hinson conducted an exercise to draw out experiences working with youth and PYD, to identify salient PYD concepts and indicators aligned with YouthPower's four domains, and to provide feedback on the YouthPower Learning M&E framework.

The slides from the presentation "Measuring PYD" are included in Annex V.

TEDx Talks

To showcase some of the most pressing issues affecting youth in developing countries, and solutions implemented by leading youth development practitioners, YouthPower Learning hosted three TEDx Talks (see speaker biographies in Annex III). Each talk is summarized below:

Youth Engagement – from Optional to Essential

Jean Manney, U.S. Country Representative for Restless Development

What can the development community change now so that the next generation of young people is not still fighting for the same opportunity to have a say in the decisions affecting their lives as young people today? Those in the development industry could shift the course of development if they engage today's youth population – the largest generation in history. Fortunately youth are saying they are ready to engage as partners, leaders, and decision-makers. But are implementers ready to engage them?

Jean Manney asked participants to honestly assess how well their programs are doing at engaging youth. Are youth just a box on a checklist? Is youth engagement something nice to include, but only if time and resources permit? Is it considered primarily a benefit for only the young people in the programs themselves?

Or do programs treat youth engagement as vital to their success? Do they consider young people as critical agents of change that benefit not only themselves, but also other young people and their wider community?

Restless Development fits the latter case. In all its development efforts, the organization strives to combine the ideas, energy, and determination of young people with tried and tested evidence models. The USAID Youth Development Policy 2012 and YouthPower program are great opportunities for the development community to finally change the promise of youth engagement into a practice.

Youth participation is hindered by the perception that young people are naïve, uninformed, and incapable of solving the world's complex and overwhelming problems. But if youth are some of the most affected by these problems, why shouldn't they engage in creating the solutions? Martin Luther King Jr. was 26-years-old when he organized the Montgomery bus boycott. Would allies have discouraged him or thought him incapable simply because of his youth? The older adults get, the more they see barriers to change. Young people, however, see something and say, "That's wrong. I'm going to change that."

People tend to focus on exceptional youth such as Martin Luther King Jr. and Malala Yousafzai, but thousands of young people lead Restless Development programs each year, assisting with design, implementation, and M&E. Restless Development recruits based on the potential of each young person, rather than on experience they may not yet have had the chance to accumulate. The key is to create a supportive space for young people to rise to the organization's expectations, and to demonstrate patience, knowing that each young person will need to do some learning.

Many think of youth engagement as pure education, but education is only one piece. Under Restless

Development, young people mobilize communities and make connections with local leaders, schools, governments, and service providers. Their engagement is complex and multifaceted. Such mobilization was exemplified ten years ago when hundreds of youth in Sierra Leone stepped up to rebuild their war-torn country with the structure and support of Restless Development – then again last year when they designed community action plans to stop the spread of Ebola.

But youth engagement should not be confined to grassroots-level programming. In fact, young people played a key role in the shaping of the United Nations' Sustainable Development Goals (SDGs), participating in consultations, research, and advocacy at the national and global level. In all of the consultations facilitated by Restless Development, youth expressed one key message clearly and frequently: Young people want effective, accountable governments and governance structures where young people have access to decision-making processes. To achieve the SDGs, young people must be involved in the driving, implementing, and monitoring of global interventions. They must gain equal access to the opportunities, platforms, and services which foment positive change.

Young people have always and will always lead change, regardless of what YouthPower does. The question is what kind of change and how? Are implementers willing to change how they engage youth? Are they willing to incorporate the input of young people once they ask for it? Are they able to give up some control? On the more practical level, how can the proposal process change to make room for youth engagement during the design phase? Rather than engaging individual young people, can programs build the capacity of youth organizations to become partners in design and implementation?

Youth engagement is not a one-size fits all model. YouthPower does not need to replicate all aspects of Restless Development. However, YouthPower has an opportunity to tap into the potential of young people to create meaningful impact in their lives, and to shift the course of international development as a whole.

War, Development, and Youth

Dr. Marc Sommers, International Youth and Development Specialist

The author of *The Outcast Majority*, Dr. Marc Sommers, addressed the challenges that international development agencies face in reaching the majority of vulnerable youth. He described the work of youth development practitioners as taking place in a “sea of exclusion.” To illuminate this exclusion, he explained the dynamics of war and post-war areas:

- Inequality expands dramatically. The very poor focus on mere survival. The wealthy benefit from control of scarce and/or high demand resources such as water and guns.
- Youth head into cities because rural areas are not as secure, driving urbanization.
- Informal markets explode in size as they are often the only markets open to youth.

However, development agencies focus on strengthening other areas: mainly agriculture and the formal sector. So while youth move in one direction, donors move in the other. Youth are, therefore, disenfranchised from most international aid initiatives.

Another very common dynamic in war-affected regions is the exaggerated impression of youth as inherently violent. This especially affects the perceptions of young, urban males while young females are essentially invisible. Dr. Sommers raised the question “Why are male youths seen as threats to their own societies?” His response was that this notion is driven by fear and not reality. In fact, most youth are peaceful – and asking why most youth are so peaceful is, in fact, the more useful question. Why, when there are so many near-term benefits to contributing to ongoing war, do most youth abstain? He asks this question to highlight the point that youth are a highly valuable but untapped resource for

peacebuilding.

Dr. Sommers also explored the paradox of a youth demographic which constitutes the majority of a country's population, but which perceives itself as outcast. He explained that this separateness is not manifest in numbers, but instead in an expansive sense of alienation. Programs designed to assist the mainstream ironically exclude youth as resources, causing them to be an "outcast majority."

To reinforce this sense of alienation, international agencies often unintentionally target elite youth. This trend consistently takes place, Dr. Sommers asserts, because agencies face enormous pressure to produce positive results within very short time frames. Those youth related or closely affiliated with leaders of a host country's government are often the most accessible youth to target and the most likely to produce quick results. Therefore, these elite youth are most commonly the beneficiaries of international programs. Such programming affirms outcast youth's belief that agencies support the corruption and nepotism of the government that disenfranchises them.

Dr. Sommer concluded the TEDx Talk with three questions for the audience:

1. If you could only reach a tiny portion of youth in an enormous country, how would you decide who gets in your program and who is left out? Can you aim for excluded youth?
2. How can you demonstrate inclusion in contexts where most youth are excluded?
3. How will you address the potential for negative impact on youth who cannot access your program? What is the greater context of your work in the sea of exclusion?

Positive Youth Development – What's Gender Got to Do with It?

Dr. Suzanne Petroni, Senior Director, ICRW

Dr. Suzanne Petroni opened her TEDx Talk with a brief Gender 101 lesson distinguishing sex (determined at birth) from gender (a social construct). She then introduced the USAID Gender Equality and Female Empowerment Policy which, she pointed out, has a great deal in common with the USAID Youth Development Policy 2012. USAID's gender policy states:

"No society can develop sustainably without increasing and transforming the distribution of opportunities, resources, and choices for males and females so that they have equal power to shape their own lives and contribute to their communities."

This emphasis on increasing opportunities, as well as strengthening the self-determination of men and women, is directly in line with the PYD approach. USAID's gender policy can be, therefore, easily integrated into youth development programming.

To demonstrate this point, Dr. Petroni shared the story of Sister Martha Waziri who lives in the Dodoma area of Tanzania. In Dodoma, women are not permitted to control or own land. However, at the age of 17, Sister Martha approached her community elders to request ownership of a barren, sandy 18 acres of land that no one else wanted. Granted the land amid laughter, Sister Martha proceeded to cultivate cassava, sweet potatoes, sugar cane, bananas, and maize. Thirty years later she is also raising goats and chickens on the land and is economically successful enough to feed the local orphanage. Moreover, other farmers in her community have emulated her skills to convert other pieces of barren land into productive farmland.

Dr. Petroni then broke down the elements of PYD in this anecdote, using the four domains utilized by YouthPower Learning:

- *Assets*: Sister Martha was barred from controlling a critical asset (land).
- *Agency*: But she plotted a course for her own future and pushed forward by requesting the land.
- *Assets (again)*: She employed her exceptional skills and initiative to transform barren land into an economically thriving farm.
- *Contribution*: Her peers and elders eventually recognized her contribution to the improvement of their community.
- *Enabling Environment*: Initially, Dodoma was not an enabling environment for an individual such as Sister Martha. However, upon recognition of her contribution, the community began to foster a more enabling environment for Martha, as well as for other women and youth.

Dr. Petroni then shared another story from Tanzania, this time from the Nahuala district where HIV/AIDS is quite prevalent. Dr. Petroni's organization, ICRW, was given a grant to design a program to prevent HIV infection among adolescent girls. In order to identify what was happening in the community to cause young girls to be exposed to HIV, ICRW trained young women (ages 18-24) to conduct their own field research and, subsequently, decide what changes they wanted to see. Research pointed to a general lack of safety for young women outside their homes, where they felt vulnerable to sexual violence. It also revealed that the prevailing perception among the community was that women were to blame for the sexual transgressions resulting in HIV transmission. However, most girls having sex at a young age had been forced to do so by males that were never held accountable.

These young women proceeded to work with members of their community (including males) to solve these challenges of sexual violence, victim blaming, and high rates of HIV/AIDS infection in Nahuala. Collaboratively they designed activities which helped local boys and girls understand their reproductive health rights and taught them how to set goals for themselves. This was a rare occasion for young women to voice their opinions, and this alone had a great impact on their sense of self. The program also focused on changing the image of young males as aggressors to agents of positive change. By creating a safer environment, this program enabled the young women of Nahuala to travel outside their private sphere more frequently, including attending secondary school.

This anecdote demonstrates the power of PYD (as employed in a gender program) to improve multiple development outcomes. By treating the young men and women as resources and decision-makers, building their skills to develop their own program to address their needs, encouraging their agency to act, and supporting an enabling environment, this program empowered adolescents to contribute to the transformation of their communities while explicitly addressing gender concerns.

Conclusion: Next Steps

The YouthPower Learning Network Launch helped foster a sense of partnership and collaboration through actively building communities of practice, sharing PYD approaches, and exploring how best to measure results. The event also provided an opportunity for dialogue between YouthPower partners and USAID on technical and operational topics. The TEDx Talks rounded out the learning opportunities by providing a less formal environment for the quick uptake of important information. This is the first of five YouthPower annual events to convene the Learning Network to advance PYD and cross-sectoral youth programs and practice.

All consortia members attending the Learning Network Launch joined at least one CoP to support YouthPower's efforts to expand the availability of resources and evidence base for PYD. It is early in the lifecycle of the CoPs, with work ahead to build engagement and productive dialogue. Each CoP Champion was charged with establishing their core group, determining the focus and activities of their CoPs, and drafting a charter to guide the work ahead. YouthPower Learning will also coordinate cross-

fertilization between communities, CoP online collaboration, and publication of results from CoP activities.

Immediately following the Learning Network Launch, participants contributed resources to the meta-review of PYD literature as the YouthPower Learning team worked to winnow tens of thousands of grey literature and academic publication titles to a highly relevant few hundred for the final report (due late 2016). YouthPower Learning will continue to solicit contributions to the YouthPower.org learning platform (e.g. photos, articles, events, blogs, or news) to showcase advances in PYD practice. YouthPower.org is scheduled to launch in March 2016.

YouthPower Learning will continue the momentum from the Learning Network Launch to engage across the consortia and with USAID to move ahead on indicator development, refine PYD domains, and support for broader measurement needs. Planning is underway for an indicator database and document repository to better support learning across YouthPower and help make the case for what works in PYD. As a cornerstone of PYD practice, the definition presented at the event will continue to be the operating definition for all of YouthPower.

The Learning Network Launch was a positive learning experience for the YouthPower family based on assessments from participants. Though already formally united by design, the Launch helped strengthen partnerships and improve cooperation to achieve YouthPower's goals.

Annex I: Participating Organizations

1. Abt Associates
2. Advocates for Youth
3. Aga Khan Foundation
4. American Institutes for Research
5. Banyan Global
6. Bixal
7. Block by Block Consulting
8. Bangladesh Rehabilitation Assistance Committee USA
9. CARANA Corporation
10. CARE USA
11. Catholic Relief Services
12. Center For Creative Leadership
13. Child Trends
14. Connexus Corporation
15. Counterpart International
16. Creative Associates International
17. Development Alternatives Incorporated
18. Development Seed
19. Devis
20. Dexis Consulting Group
21. Education for Employment
22. E-Line Media
23. EnCompass LLC
24. Equal Access
25. FHI 360
26. GeoPoll
27. Global Communities
28. ICF International
29. IMPAQ International
30. Independent Consultant
31. Institute for Reproductive Health, Georgetown University
32. Integra
33. International Business and Technical Consultants Inc.
34. International Center for Research on Women
35. International Resources Group
36. IREX
37. JBS International
38. Juarez & Associates
39. Khulisa Management Services
40. LTG Associates, Inc.
41. Making Cents International
42. Management & Training Corp.
43. Management Sciences for Health
44. Management Systems International
45. Marie Stopes International USA
46. McKinsey & Company
47. Mendez England & Associates
48. National Cooperative Business Association, Cooperative League of the USA

- | | |
|---|---------------------------------------|
| 49. National Opinion Research Center at the University of Chicago | 57. Search for Common Ground |
| 50. PATH | 58. Social Impact |
| 51. PeacePlayers International | 59. Social & Scientific Systems, Inc. |
| 52. Population Services International | 60. Synergy International Systems |
| 53. Promundo USA | 61. The Kaizen Company |
| 54. Restless Development | 62. USAID |
| 55. Results for Development | 63. Windwalker Corporation |
| 56. RTI International | 64. Young Americas Business Trust |

Annex II: Agenda

YOUTHPOWER LEARNING NETWORK LAUNCH AGENDA DECEMBER 7-8, 2015

Monday, December 7

8:30 a.m. - 9:00 a.m.	Registration and Light Breakfast
9:00 a.m. - 9:30 a.m.	Introduction to USAID YouthPower Learning
9:30 a.m. - 10:45 a.m.	Applying a Positive Youth Development Approach
10:45: a.m. - 11:00 a.m.	Break
11:00 a.m. - 11:15 a.m.	What is a Community of Practice (CoP)?
11:15 a.m. - 12:00 p.m.	Creative Destruction - Clearing the Air to Build Communities
12:00 p.m. - 1:00 p.m.	Lunch and Networking
1:00 p.m. - 1:15 p.m.	TEDx Talk: Youth Engagement – From Optional to Essential <i>Jean Manney, U.S. Country Representative of Restless Development</i>
1:15 p.m. - 2:45 p.m.	YouthPower CoPs - Are We Asking the Right Questions?
2:45 p.m - 3:00 p.m	TEDx Talk: War, Development and Youth <i>Marc Sommers, International Youth and Development Specialist</i>
3:00 p.m. - 3:15 p.m.	Break
3:15 p.m.- 4:00 p.m.	Putting the Learning in YouthPower Learning
4:00 p.m. - 5:00 p.m.	Building out CoPs - Exploring Assets to Support Learning
5:00 p.m. - 5:15 p.m.	Closing Remarks

Presentation

Activity

TEDx Talk

Tuesday, December 8

8:30 a.m. - 9:00 a.m.	Light Breakfast and Networking
9:00 a.m. - 9:15 a.m.	Opening Remarks
9:15 a.m. - 10:30 a.m.	Measuring Positive Youth Development
10:30 a.m. - 10:45 a.m.	Break
10:45 a.m. - 11:45 a.m.	YouthPower IDIQ Management Q&A
11:45 a.m. - 12:00 p.m.	TEDx Talk: PYD - What's Gender Got to Do with It? <i>Suzanne Petroni</i> , Senior Director, International Center for Research on Women
12:00 p.m. - 1:00 p.m.	Lunch and Networking
1:00 p.m. - 2:30 p.m.	Building the CoP Roadmap - Moving from Ideas to Action
2:30 p.m. - 3:00 p.m.	Marketing Your Community of Practice – Preparing Your Elevator Speech
3:00 p.m. - 3:30 p.m.	Break
3:30 p.m. - 4:15 p.m.	YouthPower: Present and Future
4:15 p.m. - 4:30 p.m.	USAID and Youth Programming: A Vision for the Future <i>Jennifer Adams</i> , Deputy Assistant Administrator, USAID Bureau for Global Health
4:30 p.m. - 4:45 p.m.	Closing Remarks
4:45 p.m. - 7:00 p.m.	Reception: Light Fare and Cash Bar

Presentation

Activity

TEDx Talk

Annex III: Panelists and TEDx Talk Speakers Bios

PYD Panelists

Cassandra Jessee (Moderator), ICRW

Cassandra Jessee is the Director of YouthPower Learning, a USAID-sponsored program managed by Making Cents International, which provides research and evaluation of youth programming. Previously, Cassandra led the implementation of two impact evaluations for social cash transfer programs in Zimbabwe and Zambia. Cassandra has extensive experience managing large implementation programs and evaluations for USAID, UNICEF and other donors, including field experience as Deputy Chief of Party and Acting Chief of Party. Her management and M&E experiences span education, health and nutrition in schools, social protection, community development, workforce development, and agriculture. Cassandra holds a Master of Arts in applied economics with a specialization in international economic development from John's Hopkins University.

Cate Lane, USAID

Cate Lane is the Youth Advisor in USAID's Global Health Bureau's Office of Population and Reproductive Health where she provides technical guidance and support to global and mission level programming in adolescent sexual and reproductive health. Cate was a co-author of the Youth in Development Policy and contributed to the design of YouthPower. Prior to joining USAID she worked with a number of organizations including Advocates for Youth, Futures Group and Pathfinder, with an exclusive focus on adolescent programming. She has a master's in public health from University of Michigan.

Christy Olenik, Making Cents International

In her 25-year career, Christy Olenik has worked on holistic youth projects in the US and internationally. She has designed, implemented, and evaluated youth programs for multiple donors, local governments, and private foundations. For Making Cents she serves as Vice President of Youth Development, responsible for technical leadership, service delivery, business development, and strategy particularly around positive youth programming. Christy is passionate about providing opportunities for youth success and building the capacity of the systems around them.

Kristin Brady, FHI360

For more than twenty five years, Kristin Brady has specialized in international development as a youth and education expert, project manager, and policy maker. She serves as Project Director for YouthPower Action and as Director of FHI 360's Youth Department. She has served as Co-Chair of the Advocacy Working Group for the Alliance for International Youth Development and currently serves as co-chair of the SID Working Group on Youth. She has worked in Latin America and Africa, speaks Spanish and Portuguese, and has published studies on public-private partnerships in Latin America. Earlier in her career, she served as senior staff on the Senate Foreign Relations Committee. She has a master's degree in international affairs from Columbia University.

Luis Viguria, YABT

Luis Viguria is an international professional with more than 14 years of experience working with young people and entrepreneurs around the world. Luis represents his country and organization in diverse, high level activities and forums with decision-makers from the governmental, multilateral, and private sector to promote young people. At the age of 35, Luis became the CEO of the Young Americas Business Trust within the Organization of American States. Luis Viguria was born and raised in Peru and graduated in Social Sciences with a minor in Economics from Pontificia Universidad Católica del Perú and graduated from the Global Master of Arts Program in International Relations at the Fletcher School

of Law and Diplomacy of Tufts University.

Tere González, United Nations Foundation

Tere González has more than ten years of experience in the nonprofit sector and she currently serves at the Public Affairs team of the United Nations Foundation as an Atlas Corps Fellow. Prior to joining the Foundation she co-founded Liter of Light in Mexico and Spain, and in 2012 was part of the international team that incubated and launched Liter of Light India. In 2003, she co-founded Qohelet (CO-HELL-ETH) Foundation, a Mexican civil association committed to prevent crime, violence, and addiction phenomena in vulnerable communities. She earned a Master of Arts Degree in cultural engineering from the European University of Madrid in Spain and a Bachelor of Arts Honors Degree in communication studies from the Monterrey Institute of Technology and Higher Education in Mexico City. In 2013, she was selected to represent Mexico at the United Nations Alliance of Civilizations Summer School in New York. Tere is very interested and committed to lifelong learning and common goals on social development, intercultural dialogue, and grassroots empowerment.

TEDx Talk Speakers

Jean Manney

As US Country Representative, Ms. Jean Manney leads Restless Development USA, an affiliate of the global youth-led development agency, working to establish strategic partnerships and initiatives that support youth policy and practice, as well as the agency's global work. Jean has been driving growth and innovation in civic engagement and youth participation for more than a decade, including developing service-learning programs and campus-community partnerships at higher education institutions in the US, supporting a youth empowerment program in Guadalajara, Mexico, and researching innovations in volunteering models through the lens of active global citizenship. Prior to launching Restless Development USA, Jean was the Director of Strategic Development at Innovations in Civic Participation (ICP), where she designed and managed national and international initiatives, networks and partnerships that advance youth civic engagement programs and policies. Jean's master's degree combined international development and NGO management at Roehampton University in London and the Universidad Autónoma de Guadalajara. Her Bachelor of Arts is in international relations and Spanish from Tufts University.

Mark Sommers


Dr. Mark Sommers has worked on youth, gender, conflict, education, and development issues for more than two decades. Working in 21 war-affected countries over the past two decades, he has carried out research and provided technical advice to NGOs, policy institutes, and donor and UN agencies. Dr. Sommers currently works on Burundi issues for the State Department. He has taught at The Fletcher School at Tufts University and was both a Jennings Randolph Senior Fellow at the United States Institute of Peace and a Fellow at the Woodrow Wilson International Center for Scholars. His books include *Stuck: Rwandan Youth and the Struggle for Adulthood* which received Honorable Mention for the 2013 Bethwell A. Ogot Book Prize, and *Fear in Bongoland: Burundi Refugees in Urban Tanzania* which received the 2003 Margaret Mead Award. His eighth book is called *The Outcast Majority: War, Development, and Youth in Africa* which was released December 2015.


Suzanne Petroni

Dr. Suzanne Petroni is Senior Director for Gender, Population and Development at the International Center for Research on Women (ICRW), where she leads the organization's work to improve development programs and policies by expanding the evidence base regarding the relationships between

gender; sexual and reproductive health and rights; adolescence; and demographic and socioeconomic outcomes. Over the past 25 years, Petroni has worked in foreign policy and global development on behalf of the US government, as well as in the philanthropic, nonprofit and research sectors. Currently, she directs ICRW's research on the economic impacts of child marriage, documents best practices in PYD, synthesizes research on health and gender norms in adolescence, and advances global knowledge and awareness of the harmful practice of child marriage and of the benefits of providing universal access to sexual and reproductive health and rights. Prior to joining ICRW in 2012, Petroni served as Vice President for Global Health at the Public Health Institute, Senior Program Officer for Adolescent Reproductive Health and Youth Leadership at the Summit Foundation, and in a variety of roles in the US government, including program officer in the Bureau of Population, Refugees and Migration at the State Department. She holds a doctorate in gender and social policy from The George Washington University, a master's in foreign service from Georgetown University, and a bachelor's in International Relations from the University of California at Davis. She is a member of the *Lancet Commission on Adolescent Health and Wellbeing* as well as several other global technical and advisory groups.

Annex IV: Applying a PYD Approach PowerPoint

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Applying a Positive Youth Development Approach

Cassandra Jessee
YouthPower Learning Network Launch
Washington, DC
December 7-8, 2015

What is Positive Youth Development?

- Both a philosophy and an approach
- A way of understanding young people that helps guide the design of policy, programs, supports and opportunities

• Focus on strengths	• Everyone's role
• Youth engagement	• Long term commitment
• All Youth	

Relevant Research

Prevention Research

What predicts and prevents poor outcomes?

Resiliency Research

What explains success despite the odds?

Youth Development Research

What predicts and promotes thriving?

Youth Development shifts from...to

Problem focus	→	Positive focus
Youth as problems	→	Youth as resources
Reactive behavior	→	Proactive behavior
Troubled Youth	→	All Youth
Professionals' role	→	Everyone's job
Programs	→	Relationships
Competition	→	Cooperation
Despair	→	Hope

Adapted from Search Institute, ACT for Youth Center of Excellence and FHI360

Positive Youth Development Concepts

- Assets {
 - Social, emotional, behavioral, cognitive and moral competence
- Agency {
 - Self-efficacy
 - Self-determination
 - Clear and positive identity
 - Belief in the future
- Enabling Environment {
 - Opportunities for positive social involvement
 - Recognition for positive behavior
 - Bonding
 - Positive norms
 - Spirituality
 - Resiliency
 - Positive emotions
 - Life satisfaction

Catalano et al., 1998; 2002;
 Seligman, Berkowitz, Catalano et al., 2005;
 Shek et al., 2007;
 Catalano, Hawkins & Toumbourou, 2008

Adolescent Development

Adjust to maturing bodies and feelings

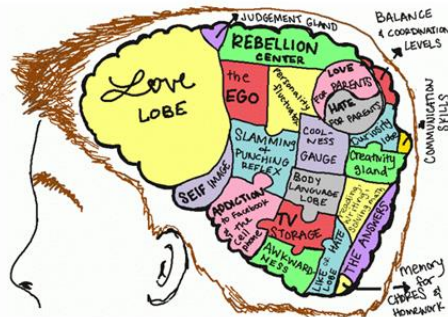
Develop/apply abstract thinking skills

Develop/apply more complex perspective taking

Renegotiate relationship with adults

Take on increasingly mature roles and responsibilities

Develop identity (different aspects)



Develop/apply new coping skills

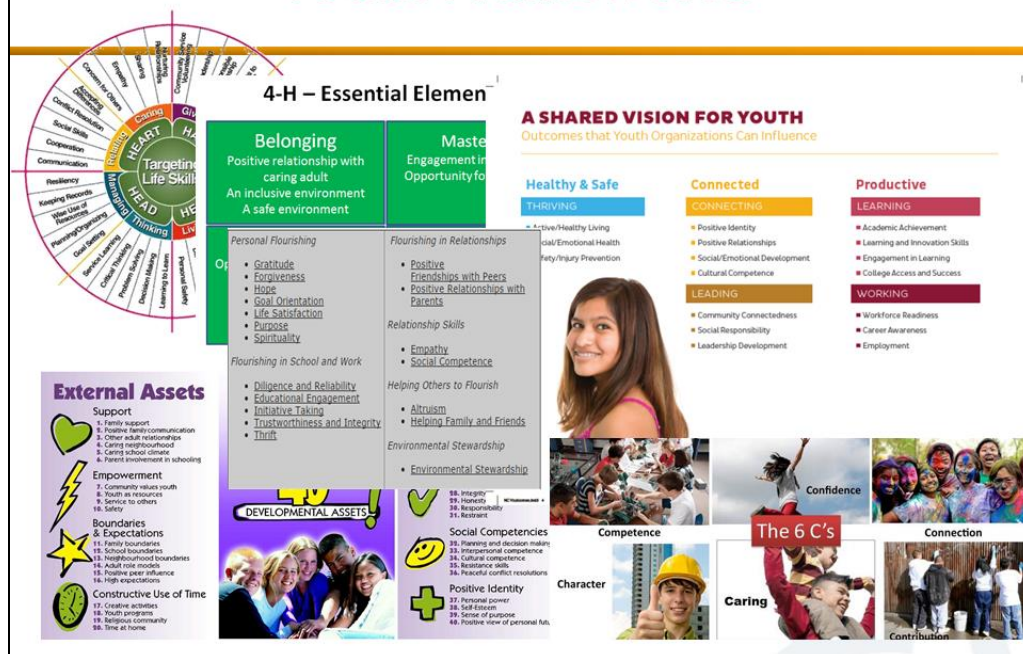
Identify moral standards, values, and beliefs

Form friendships that are close and supportive

Understand/express more complex emotional experiences

Adopted from ACT for Youth Center of Excellence

Youth Frameworks



Important Components of PYD Programs

- Physical & psychological safety & security
- Structure that is developmentally appropriate
- Emotional & moral support
- Supportive adult relationships
- Relationships with peers that support healthy behaviors
- A sense of belonging & being valued
- Positive social values & norms
- Skill building & mastery
- Confidence building
- Opportunities to contribute to the community
- Linkages with families, schools, & broader community supports

PYD Achieves Multi-Sector Outcomes

Crime &
Violence
Prevention

Delay of Sexual
Activity


Increased
Academic/Soft
Skills


Increased
Community
Engagement

Substance
Abuse
Prevention

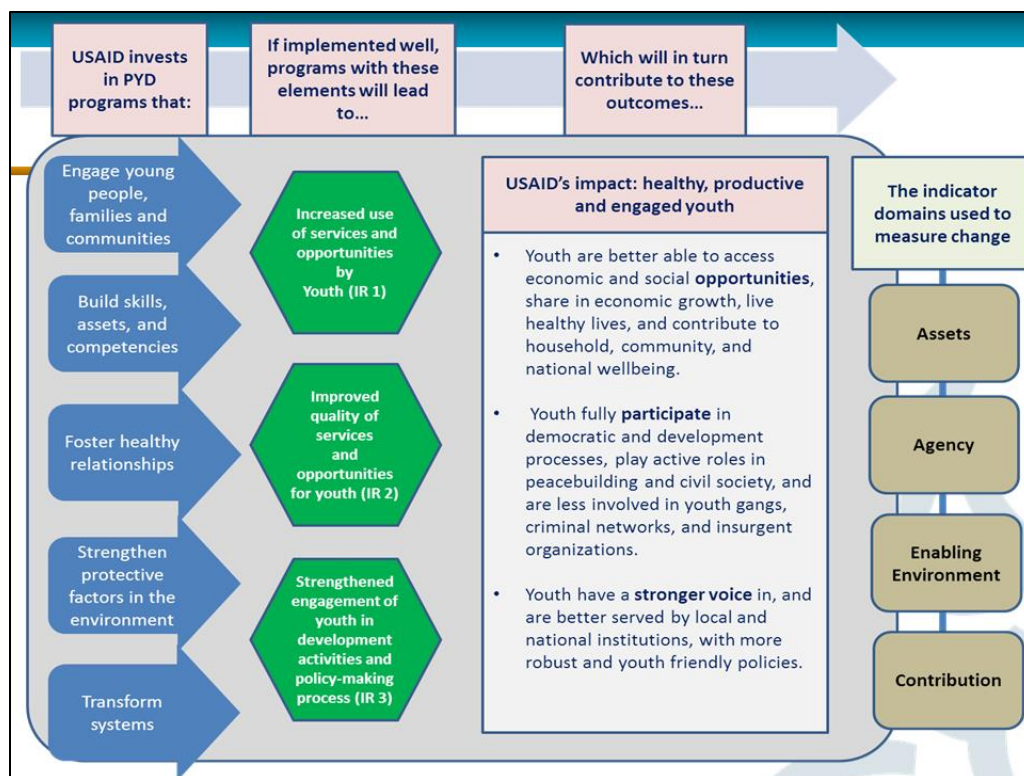
Improved
Relationships

Annex V: Measuring PYD PowerPoint

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PYD Indicators: Key Activities for YouthPower

- Collect currently utilized youth-focused indicators
- Develop PYD definition
- Develop PYD domains and a framework that can be used to guide measurement
- Develop a PYD Indicator Toolkit with illustrative indicators
- Train and provide TA on these indicators and PYD measurement
- Conduct case studies

Currently Collected Youth Indicators

- **Process:**

- Reviewed ~130 sources from the international and domestic youth development field—from USG to multi-lateral organizations to key implementers—and pulled out indicators related to youth
- Focused on six major areas: health, democracy and governance, education, economic (workforce development), environment and agriculture.

Currently Collected Youth Indicators

- **Findings:**

- Most indicators are the traditional indicators we've been using for years (ie not PYD)
- Few youth-specific indicators
- Few currently and repeatedly utilized indicators
- Many indicators that are not actually indicators
- Most indicators are from the health, education, and economic sectors

Currently Collected Youth Indicators

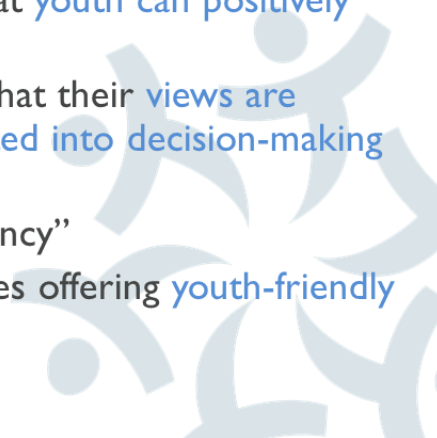
“Literacy rate, youth female (% of females ages 15-24)”

“Percentage decrease in pregnancies among girls 10 to 18”



Currently Collected Youth Indicators

- A few indicators had elements of PYD
 - “Youth have improved conflict resolution skills”
 - “Increased recognition that youth can positively impact communities”
 - “% of youth who report that their views are sought for and incorporated into decision-making by local government”
 - “Youths’ volunteer frequency”
 - “Number of health facilities offering youth-friendly services”



Do you have indicators to share?

- Email me! lhinson@icrw.org
- Come talk to us anytime today
- Use the laptops in the hallway to leave us a message

PYD Definition

“Positive Youth Development (PYD) engages youth, along with their families, communities and/or governments, so that youth are empowered to reach their full potential. PYD approaches build skills, assets and competencies; foster healthy relationships; strengthen the environment; and transform systems.”

PYD Domains

- **Assets**
- **Agency**
- **Enabling environment**
- **Contribution**

DRAFT IN PROGRESS—PLEASE DO NOT CITE

PYD Domain: Assets

- **Youth have the necessary resources and skills to achieve desired outcomes.**
 - *Resources*: can include tangible resources such as money, or aspects like education, training, or time.
 - *Skills*: can be hard skills like performing a specific task, or soft skills that may fall into including social, emotional, behavioral, cognitive, and moral competencies.

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PYD Domain: Agency

- Youth have the ability to employ their assets and aspirations to make their own decisions about their lives and set their own goals, and to act upon those decisions in order to achieve desired outcomes without fear of violence or retribution.
 - The “ability to employ” can refer to employing a specific skill, or can refer to concepts like self-efficacy and self-determination; having a clear and positive identity of oneself and a positive belief in the future; and having the emotional intelligence.

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PYD Domain: Enabling Environment

- **Enabling environment:** Youth are surrounded by an environment that maximizes their assets, agency, access to services opportunities, ability to avoid risks and stay safe and secure, while promoting their social and emotional competence to thrive.

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PYD Domain: Enabling Environment

- **Environment:** This term should be interpreted broadly and could include the following spheres
 - Social: Youth are supported by and involved in various nurturing relationships with peers, parents, teachers, and other adults.
 - Ideological: The environment holds attitudes, norms and beliefs that support and value positive development for youth.
 - Structural: Youth are surrounded by supportive laws, policies, programs and systems providing timely, affordable, and quality opportunities that are developmentally appropriate, needed and desired by youth.
 - Physical: Youth are surrounded by supportive geographic and physical spaces, including those that facilitate the ability to exist without perceived or experienced violence or discrimination.

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PYD Domain: Contribution

- Youth are recognized, involved in, and lead through various channels as a source of change for their own and their communities' positive development.
 - Recognition that youth are engaged in a variety of ways, from inclusion in program development to leadership positions.

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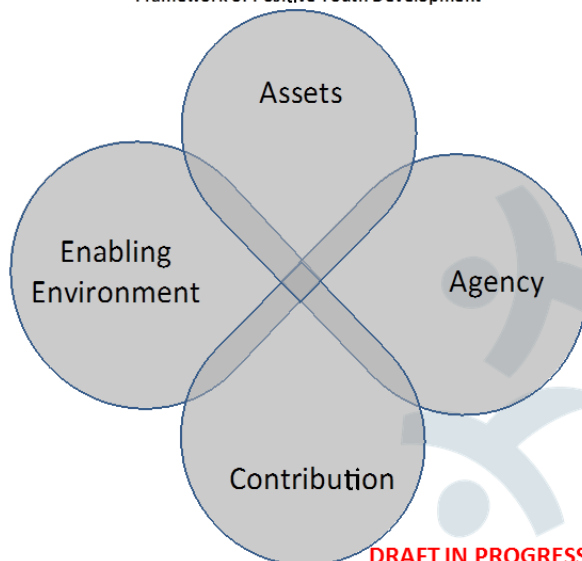
PYD Domains

PYD programs recognize youth's inherent rights, and result in youth who have **assets**, the ability to leverage and act on those assets (**agency**), an **enabling environment** that supports their agency, and the ability to **contribute** to positive change for themselves and their communities.

DRAFT IN PROGRESS---PLEASE DO NOT CITE

PYD Framework

Framework of Positive Youth Development



DRAFT IN PROGRESS---PLEASE DO NOT CITE

PYD Measurement

- We are developing a **PYD Indicator Toolkit** that contains a **set of illustrative indicators for each sector**



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PYD Domains and Illustrative Indicators

Group activity



Group Activity: Purpose

- To become familiar with the PYD definition, domains, illustrative indicators, and how they all fit together
- To understand how PYD can be measured in YouthPower programs
- To learn how you think PYD measurement should/could work for YouthPower

Group Activity Instructions

- At your table, break into groups of 2-3 people
- Review the domains, framework and the illustrative indicators
- Place each indicator on the domain(s) you think it belongs
- Answer the provided questions

Group Activity Questions

- For each indicator: Why did you put the indicator on the particular domain (ie what was the justification)?
- What utility is there in thinking about measuring PYD (especially for YouthPower) in this way?
- What are the drawbacks in measuring PYD (especially for YouthPower) in this way?
- What challenges and opportunities do you anticipate with PYD measurement for YouthPower?



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PYD Domains and Illustrative Indicators

Conclusion

Measuring PYD for YouthPower: Opportunities

- Creating a comprehensive definition, set of domains, and framework for PYD
- Growing the evidence and practice base for PYD
- Seeing how PYD can be measured across different types of programs/sectors
- Telling a (positive!) story about youth

Measuring PYD for YouthPower: Challenges

- PYD making the leap across the globe and across sectors
- Not starting with a set of valid measures
- Lots of activities and expectations under YouthPower

PYD Indicators for YouthPower

- Ways to stay engaged with each other:
 - Tell us your ideas about how we can share best practices and learn from each other
 - Give input into and use the PYD Indicator Toolkit
 - Participate in the PYD Measurement Training/webinar
 - Let us work together:
 - We can talk more about what a PYD approach looks like for your specific program
 - We can help you adapt the illustrative indicators to fit your program
 - We can help you think through your theory of change for your program



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PYD Domains and Illustrative Indicators

Question and answer

What can you do now?

- Complete the Feedback Handout
- Talk to us today
- Email me: lhinson@icrw.org

